

The list of academic disciplines of the university component

6B01 - Pedagogical sciences

(Code and classification of the field of education)

6B014 - Training of teachers with subject specialization of general development

(Code and classification of the direction of training)

0114

(Code in the International Standard Classification of Education)

B006 - Music Teacher Training

(Code and classification of the educational program group)

6B01408 - Music education (IP)

(Code and name of the educational program)

bachelor

(Level of preparation)

set of 2024

Developed

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Reviewed

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Approved

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Dombra 1

Discipline cycle	Profiling discipline
Course	1
Credits count	3
Knowledge control form	Examination

Short description of discipline

The main content of the subject is getting to know the folk musical heritage, setting the device while playing the instrument, reading the song and melody from the page, learning simple musical compositions. The course is aimed at revealing the figurative content of a musical composition, forming the coordination of fingers, right and left hands, and forming their interrelationship in playing.

Purpose of studying of the discipline

The purpose of this course is the formation of practical skills and skills of playing the dombra, a steady interest in independent activity in the field of dombra performance. Students have an initial understanding of the folk musical instrument - the dombra, are able to master the basic skills of playing the dombra. Students understand the importance and purpose of learning to play the dombra as a way to expand the musical and performing skills of a future music teacher in Kazakhstan. Students can: - possess the initial skills of the performing technique of playing the dombra; - to work on the means of musical expression, the peculiarities of styles, genres, forms, strokes in dombra works of Kazakh composers; - possess the skills of selection by ear, accompaniment on the dombra of Kazakh folk songs, school song repertoire.

Learning Outcomes

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

ON 8 Understand the features and properties of musical sound, musical perception for musical-figurative performance and technical embodiment, realizing the composers idea.

ON 12 Systematize and generalize the acquired knowledge in musical-theoretical and practical disciplines to demonstrate vocal-choral, conducting, choirmaster and instrumental skills, to model design and performance processes for conducting music lessons.

Learning outcomes by discipline

Can demonstrate skills of playing an instrument, formation of sound culture, ability to perform musical compositions with a team.

TEN 8 can introduce advanced works of world music culture, apply knowledge of music art in music lessons. Can demonstrate basic knowledge of the history of the development of musical art.

Prerequisites

School course

Postrequisites

Dombra 2

Music theory

Discipline cycle	Profiling discipline
Course	1
Credits count	3
Knowledge control form	Examination

Short description of discipline

The subject "Music Theory" is the first systematic course in the cycle of musical theoretical disciplines, designed to provide a solid foundation for further musical development. The course is aimed at studying the most important elements of musical language, at developing a stylistic approach to evaluating expressive means

Purpose of studying of the discipline

The purpose of this course is to increase subject competencies in the field of music history and theory: Students have the necessary knowledge in the field of musical notation (music theory), master elementary means of musical expression, study musical and theoretical terminology, justifying their attitude to the course as a basic component. Understanding music theory as a means of music perception and the possibility of musical communication.

Learning Outcomes

ON 3 Critically select theoretical knowledge based on advanced concepts of music education using various information and communication technologies and use the knowledge to improve music education and their own professional growth.

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

Learning outcomes by discipline

concepts of scale and mode, intervals and chords, diatonic and chromatic, deviation and modulation, tonal and modal systems.

- Do a basic analysis of the musical text with an explanation of the role of expressive means in the context of a musical work.

- Analyze the musical fabric from the point of view of: modal system, features of the scale (use of diatonic or chromatic modes, deviations and modulations).

Prerequisites

School course

Postrequisites

Solfeggio-2

Abaistudies

Discipline cycle	Basic disciplines
Course	1
Credits count	2
Knowledge control form	Examination

Short description of discipline

Formation of a full-fledged, human-loving, humane, tolerant citizen who succumbs to the humanistic teachings of Abai. Education of deep love for Abai's thoughts about eternal values: reading, education, science, art, education, morality reflected in his poems and prose; reflection of the main sources that influenced the worldview of the poet-thinker.

Purpose of studying of the discipline

Familiarization with the works of the founders of Abai studies.

A deeper understanding of the content, meanings, artistic power of Abai's works, understanding the meaning and meaning of the poet's poetry, his artistic qualities, nutrients.

Learning Outcomes

ON 2 To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development.

ON 6 To comprehensively and objectively cover the main stages of the history, evolution of the forms of statehood and civilization of the Kazakh people, to know the methods of scientific research and academic writing, to understand the importance of the principles and culture of academic honesty.

Learning outcomes by discipline

-to collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development

-to understand the psychological and pedagogical problems of teaching and educating students with disabilities in inclusive education, to take into account the diverse abilities of students in the learning process, to ethically support their psychological well-being in the life and educational context

- Knows about the life and work of the great thinker, classic poet Abai Kunanbayuly, the sources of the poet's poetry and the problems of the poet's worldview, worldview, personal perfection;

- can express critical opinions about the poet's works;

- independently deepen theoretical knowledge of Abai studies, comprehensively apply the acquired knowledge.

Be able to explain artistic phenomena of different eras and analyze the structure of works of art of different genres, defining universal values.

Prerequisites

Kazakh(Russian) language (1)

Postrequisites

Basic and profile disciplines of the EP

Age and physiological features of children's development

Discipline cycle	Basic disciplines
Course	1
Credits count	3
Knowledge control form	Examination

Short description of discipline

The course allows you to form an idea of human anatomy and physiology, the specifics and features of age-related development, the patterns of higher nervous activity and functional features of the human nervous system are considered. Forms students' systematic understanding of mental and physiological development in ontogenesis, the main patterns of development and neoplasms of age, the most important mental features of the emerging personality of the child on the basis of taking into account psychophysiological norms

Purpose of studying of the discipline

to monitor the development of students, plan and implement age-appropriate learning processes, taking into account the individual needs of students, creatively support universal learning and the well-being of students. Students can: Recognize individual starting points of different students, their learning potential and needs for specific support; consider the individual needs of their students for specific support, guidance, training and evaluation.

Learning Outcomes

ON 1 Possess intercultural and communicative competence, apply skills of independent continuation of further education and build professional relationships in pedagogical and social activities; purposefully use means and methods that ensure the preservation and strengthening of health in professional activities.

ON 2 To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development.

ON4 To understand the psychological and pedagogical problems of teaching and educating students with disabilities in inclusive education, to take into account the diverse abilities of students in the learning process, to ethically support their psychological well-being in the life and educational context.

Learning outcomes by discipline

The content of the discipline is aimed at forming students' holistic understanding of the theoretical and methodological foundations of pedagogical science and the essence of professional pedagogical activity. Studying the course allows you to form the necessary knowledge about the content, principles, forms and methods of organizing a holistic pedagogical process in an educational environment. The study of the course forms the necessary competencies for the successful implementation of modern approaches in teaching and

Prerequisites

School course

Postrequisites

Inclusive educational environment

Dombra 2

Discipline cycle	Basic disciplines
Course	1
Credits count	3
Knowledge control form	Examination

Short description of discipline

The content of the subject includes features of working with sound, rhythm and playing style. The keyboard has its own peculiarity with the technique of playing with the left hand, as well as the style of playing with the first and fourth fingers, characteristic of the Western school. Teaching and unraveling threes in a positive way, Shertpe style.

Purpose of studying of the discipline

The purpose of the discipline is to increase professional competencies in the field of choral performance. Students improve the acquired skills of landing and staging of the performing apparatus, hand coordination.; master the technology of performing basic strokes (staccato, legato).; reception of "Tremolo". Mastering more complex rhythmic patterns. Work on the game movements of both hands separately and their coordination, the development of fine technique. Double notes performed by "tremolo". The technique of moving from one position to another

Learning Outcomes

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

ON 8 Understand the features and properties of musical sound, musical perception for musical-figurative performance and technical embodiment, realizing the composers idea.

ON 12 Systematize and generalize the acquired knowledge in musical-theoretical and practical disciplines to demonstrate vocal-choral, conducting, choirmaster and instrumental skills, to model design and performance processes for conducting music lessons.

Learning outcomes by discipline

-To develop musical and imaginative thinking by means of house performance,

- master a variety of techniques of playing the dombra;

- to enrich the creative artistic imagination in performing activities.

Prerequisites

Dombra 1

Postrequisites

Instrumental skill-1

Educational Practice

Discipline cycle	Basic disciplines
Course	1
Credits count	2
Knowledge control form	Total mark on practice

Short description of discipline

Purpose of studying of the discipline

Learning Outcomes

Learning outcomes by discipline

Prerequisites

Music theory

Postrequisites

Educational Practice

Education Science and Key Learning Theories

Discipline cycle	Basic disciplines
Course	2
Credits count	4
Knowledge control form	Examination

Short description of discipline

The content of the discipline covers a range of issues, including patterns and principles of learning, basic didactic concepts and features of the content of education; methods, means, forms and technologies of learning.

Purpose of studying of the discipline

Expansion and formation of knowledge about learning theories, modern didactic concepts and innovative learning technologies.

Learning Outcomes

ON 1 Possess intercultural and communicative competence, apply skills of independent continuation of further education and build professional relationships in pedagogical and social activities; purposefully use means and methods that ensure the preservation and strengthening of health in professional activities.

ON 2 To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development.

ON 9 Apply IT to expand the musical and artistic worldview of modern society and develop demonstration experiments and practical works, use CLIL technologies for subject-language teaching of musical subjects, expanding students intercultural knowledge to develop tasks for the development of analytical and critical thinking.

Learning outcomes by discipline

ON 5 To form personal qualities that provide in-depth special empirical and theoretical knowledge, skills and abilities of practical and theoretical actions on the theory and technology of teaching physics, on innovative pedagogical technologies.

ON 11 Work in interdisciplinary teams, have the skills to apply scientific knowledge in solving social problems.

Knows the essence of pedagogical, classification and principles of implementation of pedagogical technologies.

He is able to carry out professional activities based on the following technologies: health-saving, personality-oriented, activation of cognitive activity, developmental learning.

Prerequisites

School course

Postrequisites

Psychology, interaction and communication in education

Discipline cycle	Basic disciplines
Course	2
Credits count	5
Knowledge control form	Examination

Short description of discipline

Future teachers will contribute to the favorable development of students by promoting dialogue, interaction and communication in the educational process. They are able to interact, interact and cooperate with the families of students, as well as within the framework of other types of partnership and create new relationships favorable for the development of their teaching activities.

Purpose of studying of the discipline

mastering modern psychological theories and models, the functioning of personality and its personal qualities.

Learning Outcomes

ON 1 Possess intercultural and communicative competence, apply skills of independent continuation of further education and build professional relationships in pedagogical and social activities; purposefully use means and methods that ensure the preservation and strengthening of health in professional activities.

ON 2 To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development.

ON4 To understand the psychological and pedagogical problems of teaching and educating students with disabilities in inclusive education, to take into account the diverse abilities of students in the learning process, to ethically support their psychological well-being in the life and educational context.

Learning outcomes by discipline

– possess intercultural and communicative competence, apply skills of independent continuation of further education and build professional relationships in pedagogical and social activities; purposefully use means and methods to ensure the preservation and strengthening of health in professional activities.

– to collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development;

– to understand the psychological and pedagogical problems of teaching and educating students with disabilities in inclusive education, to take into account the diverse abilities of students in the learning process, to ethically support their psychological well-being in a life and educational context;

1. Effective interaction with students: Students will be able to establish productive interaction and dialogue with students, creating an atmosphere of trust and openness in the classroom.

2. Creating a positive educational climate: Students will master classroom management techniques and learn how to create favorable learning environments that promote student activity and self-expression.

3. Readiness for professional activity: Students will be ready to solve a variety of professional tasks and situations, including inclusive education and work with children with special needs, which will allow them to effectively adapt to various educational contexts.

Prerequisites

School course

Postrequisites

Planning of teaching and individualization of music teaching

Piano-1

Discipline cycle	Basic disciplines
Course	2
Credits count	3
Knowledge control form	Examination

Short description of discipline

Preparation of a musician, teacher and accompanist with broad general cultural skills

knowledge, musical and performing skills necessary for

independent professional activity, improvement of technical equipment,

work on various types of sound production, strokes, pedal, intonation, phrasing,

acquaintance with works of various styles and nurturing a culture of performance.

Purpose of studying of the discipline

The purpose of the discipline is to improve professional competencies in the field of piano performance: Students master a set of playing skills and piano performance skills to create an individual artistic interpretation of a piece of music. Chordal, arpeggiated piano texture.

Work on polyphony, large-scale works, diverse pieces by foreign and Kazakh composers.

Learning Outcomes

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

ON 8 Understand the features and properties of musical sound, musical perception for musical-figurative performance and technical embodiment, realizing the composers idea.

ON 12 Systematize and generalize the acquired knowledge in musical-theoretical and practical disciplines to demonstrate vocal-choral, conducting, choirmaster and instrumental skills, to model design and performance processes for conducting music lessons.

Learning outcomes by discipline

Possession of basic pianistic skills;

Playing in piano ensembles;

Working with light accompaniment;

Selection by ear;

Acquiring sight reading skills;

Orientation on the keyboard for solfeggio classes, musical literature and learning
choir parts

Prerequisites

Music theory

Postrequisites

Piano-2

Choral conducting-1

Discipline cycle	Basic disciplines
Course	2
Credits count	3
Knowledge control form	Examination

Short description of discipline

1. Have the skills to work with choral parts, perform filming, screenings, auctacts, syncopation, fermat and other elements of musical speech. 2. Possess the basic basic skills of conducting 3. Possess the skills of self-control and self-assessment in working with a choral group.

Purpose of studying of the discipline

The purpose of this course is to increase subject competencies in the field of vocal and choral performance. Students acquire knowledge and skills of conducting in simple sizes. The concept of conducting. The structure and basic techniques of the conductors gesture. The concept of "auctact" in the process of cutting. Types of auctacts (beginning of execution, ending). Dimensions in music, conducting schemes: "for two"; "for three". Conducting in simple schemes: 2/4, 3/4. Conducting in complex sizes 4/4. Work on the expressiveness of the gesture. Showing accents and strokes. Conducting on the nuances of mf-mp, f - p. The role of the right and left hand. The concept of "fermata", "agogics".

Learning Outcomes

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

ON 8 Understand the features and properties of musical sound, musical perception for musical-figurative performance and technical embodiment, realizing the composers idea.

ON 12 Systematize and generalize the acquired knowledge in musical-theoretical and practical disciplines to demonstrate vocal-choral, conducting, choirmaster and instrumental skills, to model design and performance processes for conducting music lessons.

Learning outcomes by discipline

ON 5 Master the technique of choral conducting, conveying the composers intentions when performing choral works.

Able to work on the formation of a singing culture, carry out vocal work at school

1. Have the skills to work with choral parts, perform filming, screenings, auctacts, syncopation, fermat and other elements of musical speech. 2. Possess the basic basic skills of conducting 3. Possess the skills of self-control and self-assessment in working with a choral group.

Prerequisites

Music theory

Postrequisites

Choral conducting-2

Methods and technologies of music teaching

Discipline cycle	Basic disciplines
Course	2
Credits count	5
Knowledge control form	Examination

Short description of discipline

This discipline is devoted to the study of modern musical and pedagogical technologies in the context of educational practices, technologization of the educational process, the possibilities of using their elements in musical education. The content of the discipline is based on various types of technologies: student-centered learning, multi-level training, personal self-development. Educational paradigms and the modern education system in Kazakhstan. Pedagogical technology: its essence and structure.

Purpose of studying of the discipline

Purpose: to increase competencies in the field of pedagogy of music education and didactics. Students have a holistic understanding of the methodological system of music teaching, can model strategies and technologies for solving specific musical and pedagogical problems, planning, guidance, teaching and evaluation, are able to use knowledge, forms, methods and technologies of music teaching in accordance with the conditions of a particular school and the capabilities of students

Learning Outcomes

ON 3 Critically select theoretical knowledge based on advanced concepts of music education using various information and communication technologies and use the knowledge to improve music education and their own professional growth.

ON 5 To recognize and understand fundamental scientific concepts that have fundamental methodological and theoretical significance for understanding and mastering the musical and pedagogical sciences, to argue their own position of applying and integrating knowledge from other fields of sciences to solve global and local problems of music education.

ON 11 To use traditional and innovative methods for conducting research in the educational process and apply methods of analyzing musical compositions to solve musical and practical problems.

Learning outcomes by discipline

- selects musical pedagogical models suitable for their learning.
- applies music pedagogical teaching methods in a creative and varied way, taking into account the possibilities offered by technology.
- uses appropriate music learning environments in his teaching.
- know and apply the rules and principles of copyright and data protection

Prerequisites

Education Science and Key Learning Theories

Postrequisites

Educational Practice

Piano-2

Discipline cycle	Basic disciplines
Course	2
Credits count	2
Knowledge control form	Examination

Short description of discipline

The discipline is aimed at developing creative, analytical, critical thinking, artistic imagination when performing a piece of music. The content of the discipline reflects the work to improve acquired performing skills, development of the musical line and artistic perception of the musical image in an instrumental piece. Formation of skills in working with a piece in independent and concert performances activities. Knowledge of world performing culture of different eras.

Purpose of studying of the discipline

The purpose of the discipline is to improve professional competencies in the field of piano performance: Students master a set of playing skills and piano performance skills to create an individual artistic interpretation of a piece of music. Chordal, arpeggiated piano texture. Work on polyphony, large-scale works, diverse pieces by foreign and Kazakh composers.

Learning Outcomes

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

ON 8 Understand the features and properties of musical sound, musical perception for musical-figurative performance and technical embodiment, realizing the composers idea.

ON 12 Systematize and generalize the acquired knowledge in musical-theoretical and practical disciplines to demonstrate vocal-choral, conducting, choirmaster and instrumental skills, to model design and performance processes for conducting music lessons.

Learning outcomes by discipline

Demonstrate the development of skills in playing an instrument, the culture of sound production, shows the ability participate in group music making.

ON 8 To introduce the best works of world musical culture, to apply knowledge about musical art to music lessons. Demonstrate basic knowledge of the history of the development of musical art.

Prerequisites

Piano-1

Postrequisites

Instrumental skill-1

Choral conducting-2

Discipline cycle	Basic disciplines
Course	2
Credits count	2
Knowledge control form	Examination

Short description of discipline

Mastering complex conducting grids. Continuation of work on the staging of hands and manual technique of conducting. Selection of a repertoire with variable or asymmetrical dimensions. Knowledge of the types of auctacts- complete, incomplete, "inter-school", delayed. Further acquaintance with the means of expressiveness in conducting - three plans, three positions, amplitudes of conducting movements, dynamic nuance, fermata, strokes, tempo, accents, pauses. Thecontentofconductingtraining.

Purpose of studying of the discipline

The purpose of this course is to increase subject competencies in the field of vocal and choral performance. Students acquire knowledge and skills of conducting in complex sizes - 6/8, 6/4. Conducting scheme "for two" in size 6/8. Sizes 6/8, 6/4 according to a four-sided scheme. Skills of expressive display of musical phrasing, dynamics and timbre coloring of vocal sound. Mastering the conductors touches of legato, non legato and marcato. Artistic execution of large-scale works. - be able to conduct sizes 6/8, 6/4 in various conducting schemes; - presentations of individual and creative interpretation of childrens choral works; - know the repertoire of choral arrangements of Kazakh folk songs for childrens choir.

Learning Outcomes

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

ON 8 Understand the features and properties of musical sound, musical perception for musical-figurative performance and technical embodiment, realizing the composers idea.

ON 12 Systematize and generalize the acquired knowledge in musical-theoretical and practical disciplines to demonstrate vocal-choral, conducting, choirmaster and instrumental skills, to model design and performance processes for conducting music lessons.

Learning outcomes by discipline

1. Observe and analyze the process of performing choral works; 2. Select techniques and methods of performing choral works. 3. Know the methodology of working on the choral score

Prerequisites

Choral conducting-1

Postrequisites

Modeling of a conductors gesture

Inclusive educational environment

Discipline cycle	Basic disciplines
Course	3
Credits count	4
Knowledge control form	Examination

Short description of discipline

When studying the discipline, students acquire knowledge about the principles and methodological foundations of inclusive education. Ideas are being formed about modern models of psychological and pedagogical support for children with special needs, the elimination of existing barriers in the legal support of inclusive education and the competence of organization and management in the area of inclusive practice. Get an idea about the models of psychological and pedagogical support for children with disabilities in educational institutions.

Purpose of studying of the discipline

The purpose of this discipline is to familiarize students with the basic provisions of the organization and management of inclusive processes in education; the formation of a dynamic, effective, self-improving specialist, ready for professional activity in an inclusive education, owning innovative technologies for building an educational route for all students, taking into account their individual needs and capabilities, able to provide social psychological and pedagogical support for children and their families.

Learning Outcomes

ON 1 Possess intercultural and communicative competence, apply skills of independent continuation of further education and build professional relationships in pedagogical and social activities; purposefully use means and methods that ensure the preservation and strengthening of health in professional activities.

ON 2 To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development.

ON4 To understand the psychological and pedagogical problems of teaching and educating students with disabilities in inclusive education, to take into account the diverse abilities of students in the learning process, to ethically support their psychological well-being in the life and educational context.

Learning outcomes by discipline

ON 2 Apply modern teaching technologies and criteria- based assessment, taking into account the individual, physiological and psychological characteristics of students.

- 1. Scientific and practical ideas about the integration of children with disabilities are being formed.*
- 2. Acquainted with the methodological and managerial work of educational organizations in the context of inclusive practice.*
- 3. Understands the peculiarities of the education of children with disabilities in the educational process in inclusive educational organizations.*

Prerequisites

Age and physiological features of children s development

Postrequisites

Basic and profile disciplines of the EP

Methods of working with the school orchestra

Discipline cycle	Basic disciplines
Course	3
Credits count	4
Knowledge control form	Examination

Short description of discipline

Orchestral class is a subject that can be included in the variable part of the curriculum before professional general education programs in the field of musical art, which makes it possible to implement various types of musical instruments at school and leads to collective music-making.

Purpose of studying of the discipline

The purpose of this course is to improve professional competencies in the field of design and research activities and methodological training: Students form knowledge of methods of working with the school orchestra and structural and substantive sections of musical and creative activity of schoolchildren. Students understand the importance and purpose of organizing a school orchestra, learning to play musical instruments, developing a sense of rhythm and finger technique as the basis for the formation of professional skills for the implementation of musical education of schoolchildren, as a component of the activity of a music teacher.

Learning Outcomes

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

ON 8 Understand the features and properties of musical sound, musical perception for musical-figurative performance and technical embodiment, realizing the composers idea.

ON 11 To use traditional and innovative methods for conducting research in the educational process and apply methods of analyzing musical compositions to solve musical and practical problems.

Learning outcomes by discipline

- master musical and didactic techniques in the implementation of training programs for the organization of a school orchestra with different levels of abilities;*
- apply problem-based learning methods to develop a sense of rhythm in children;*
- apply ways to develop ensemble playing; - be able to systematize and form an orchestral repertoire.*

Prerequisites

Music theory

Postrequisites

Orchestra 1

Education Science and Key Learning Theories

Discipline cycle	Basic disciplines
Course	3
Credits count	4
Knowledge control form	Examination

Short description of discipline

Future teachers have a deep understanding of the importance of assessment in the learning process and are able to provide constructive assessment in an ethical manner at various stages of the learning process and involve students in assessment. Future teachers define, differentiate and use various assessment technologies, principles, stages, tools for evaluating their field of knowledge (including formative and summative assessment and self-assessment and mutual assessment, etc.). They are able to critically evaluate and analyze their understanding and practice regarding assessment, and develop them further.

Purpose of studying of the discipline

Objective: understanding the value of assessment in the learning process and the ability to provide constructive assessment in an ethical manner at various stages of the learning process and critically evaluate and analyze their understanding and practice regarding assessment

Learning Outcomes

ON 1 Possess intercultural and communicative competence, apply skills of independent continuation of further education and build professional relationships in pedagogical and social activities; purposefully use means and methods that ensure the preservation and strengthening of health in professional activities.

ON 2 To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development.

ON4 To understand the psychological and pedagogical problems of teaching and educating students with disabilities in inclusive education, to take into account the diverse abilities of students in the learning process, to ethically support their psychological well-being in the life and educational context.

Learning outcomes by discipline

- possess intercultural and communicative competence, apply skills of independent continuation of further education and build professional relationships in pedagogical and social activities; purposefully use means and methods to ensure the preservation and strengthening of health in professional activities

- to collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development;

- to understand the psychological and pedagogical problems of teaching and educating students with disabilities in inclusive education, to take into account the diverse abilities of students in the learning process, to ethically support their psychological well-being in a life and educational context;

Future teachers who demonstrate competence can:

-be well versed in a variety of assessment and feedback methods (formative and final assessment);

-apply pedagogical principles to determine and recognize the levels of educational competence of students;

-understand the importance and support the development of self-assessment skills of students and colleagues.

Prerequisites

Methods and technologies of music teaching

Postrequisites

Pedagogical approaches

Planning of teaching and individualization of music teaching

Discipline cycle	Basic disciplines
Course	3
Credits count	4
Knowledge control form	Examination

Short description of discipline

This discipline is devoted to the formation of teaching skills, taking into account the individuality of students. The content of the discipline is based on various types of technologies: student-centered learning, multi-level learning, personal self-development, etc. used in teaching.

Purpose of studying of the discipline

Purpose: formation of skills of individualization of teaching, taking into account the diversity of students and the use of music teaching technologies, based on pedagogical and independent research.

Learning Outcomes

ON 3 Critically select theoretical knowledge based on advanced concepts of music education using various information and communication technologies and use the knowledge to improve music education and their own professional growth.

ON 5 To recognize and understand fundamental scientific concepts that have fundamental methodological and theoretical significance for understanding and mastering the musical and pedagogical sciences, to argue their own position of applying and integrating knowledge from other fields of sciences to solve global and local problems of music education.

ON 11 To use traditional and innovative methods for conducting research in the educational process and apply methods of analyzing musical compositions to solve musical and practical problems.

Learning outcomes by discipline

- understand the requirements of competence, entrepreneurship and sustainable development in their pedagogical and subject area when planning and conducting training;

- plan and predict other conditions that affect music learning;

- apply the principles of individual music teaching and guidance in practice, take into account the needs of their students, support the musical and creative development of their personality and self-esteem.

Prerequisites

Methods and technologies of music teaching

Postrequisites

Pedagogical approaches

History of Kazakh music

Discipline cycle	Basic disciplines
Course	3
Credits count	4
Knowledge control form	Examination

Short description of discipline

Ancient music in Kazakhstan, the Kazakh Khanate on the territory of Kazakhstan, music of the Middle Ages. Genres folk vocal music. Musical instruments of the Kazakh people. Music of folk composers and performers: Birzhan, Akan, Aset, Abay, Mukhit, Kenen. Great musicians: Kurmangazy Sagyrbayev, Ikylas Dukenov, Dauletkeyev, Kazangap, Dina Nurpeisova. Composers of the written musical tradition, their works.

Purpose of studying of the discipline

The purpose of this course is to increase subject competencies in the field of music history and theory: Students will acquire knowledge and ideas about the peculiarities and process of formation of Kazakh music, will be able to use their knowledge in the upcoming pedagogical work, master the stages of development of musical creativity of the Kazakh people, expressing their positive attitude to this course as a result of its study.

Learning Outcomes

ON 2 To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development.

ON 6 To comprehensively and objectively cover the main stages of the history, evolution of the forms of statehood and civilization of the Kazakh people, to know the methods of scientific research and academic writing, to understand the importance of the principles and culture of academic honesty.

Learning outcomes by discipline

: - demonstrate the ability to organize musical and pedagogical activities based on knowledge of the historical stages of formation and scientific periodization of the history of Kazakh music;

- to know the content of written monuments of the ancient Turkic era, to determine their cultural significance;

- to apply knowledge of the stages of the origin, formation and development of professional Kazakh musical culture, creativity of Kazakhstani composers, musicologists in professional pedagogical practice.

Prerequisites

Basic and profile disciplines of the EP

Postrequisites

Pedagogical approaches

Modeling of choral sound

Discipline cycle	Basic disciplines
Course	3
Credits count	3
Knowledge control form	Examination

Short description of discipline

Comprehending the skills of mixed breathing, being able to use your breath correctly breathing on one phrase or another, depending on

character and tempo of the work. Working on correct sound production, mastering the stroke

legato and non-legato. Performing vocal exercises to expand your range. Choral sound modeling, production

light, flighty sound, different timbre colors, use of a chest resonator.

Purpose of studying of the discipline

The purpose of this course is to increase professional competencies in the field of vocal and choral performance and methodological training: Students have an idea about the organization of methodical vocal and choral activities. The purpose of this discipline is the formation of figurative and imitation skills in vocal and choral sound; the development of creative abilities and artistic perception of choral sound. Modeling of choral sound in various types of cognitive and creative activity: performance of choral score on the piano, vocal performance of choral voices, conducting the performance of choral score on the piano by an accompanist, conducting a choral group in a concert performance

Learning Outcomes

ON 10 Applying theoretical and practical knowledge to solve educational, practical and professional problems in the field of music education, using modern pedagogical technologies, creating conditions for educational activities in accordance with the established goals of music education.

ON 12 Systematize and generalize the acquired knowledge in musical-theoretical and practical disciplines to demonstrate vocal-choral, conducting, choirmaster and instrumental skills, to model design and performance processes for conducting music lessons.

Learning outcomes by discipline

- apply methods and tools for the implementation of the project in the form of the transfer of musical-figurative content of music;

- be able to methodically choose the right song repertoire;

- apply various methods of learning with a collective, small groups or choral parties.

Prerequisites

Chorus-2

Postrequisites

Performing skills of a music teacher

Pedagogical approaches

Discipline cycle	Profiling discipline
Course	3
Credits count	6
Knowledge control form	Total mark on practice

Short description of discipline

Development of lesson plans for music classes at school. Conducting music lessons with primary and secondary school students. Carrying out extracurricular activities to develop the musical culture of schoolchildren. Introduction to record keeping required by a music teacher

Purpose of studying of the discipline

Systematization, consolidation and expansion of theoretical and practical knowledge acquired in the learning process. Implementation of experience in independent development of training sessions. Formation of skills to independently conduct training sessions. Gaining experience in organizational work. Gaining experience in solving practical problems that require the use of professional knowledge and skills.

Learning Outcomes

ON 2 To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development.

ON 10 Applying theoretical and practical knowledge to solve educational, practical and professional problems in the field of music education, using modern pedagogical technologies, creating conditions for educational activities in accordance with the established goals of music education.

ON 12 Systematize and generalize the acquired knowledge in musical-theoretical and practical disciplines to demonstrate vocal-choral, conducting, choirmaster and instrumental skills, to model design and performance processes for conducting music lessons.

Learning outcomes by discipline

- possess the skills of maintaining educational documentation as music teachers.
- can apply their own music teaching skills.
- ability to prepare a report on the work done

Prerequisites

Methods and technologies of music teaching

Postrequisites

Designing adapted programs in music education

Instrumental music making in music lessons

Discipline cycle	Basic disciplines
Course	4
Credits count	3
Knowledge control form	Examination

Short description of discipline

One of the most active and accessible forms of musical work with schoolchildren is playing musical instruments - instrumental music-making. The use of musical instruments in a music lesson in a secondary school increases the aesthetic value of the lesson, develops musical abilities, activates students attention, forms musical and creative independence, and promotes a sense of responsibility, collectivism, and an aesthetic attitude towards the world around them.

Purpose of studying of the discipline

The purpose of this course is to increase professional competencies in the field of musical performance and methodological training: Students have an idea of instrumental music making in music lessons. The introduction of methodological approaches in this area contributes to the optimization, improvement of the effectiveness of musical playing on the instrument and the preparation of concert performances. Working in a group helps to strengthen interpersonal relationships. The purpose of the discipline is to develop creative abilities, imagination, skills of creative self-expression by means of instrumental performance.

Learning Outcomes

ON 5 To recognize and understand fundamental scientific concepts that have fundamental methodological and theoretical significance for understanding and mastering the musical and pedagogical sciences, to argue their own position of applying and integrating knowledge from other fields of sciences to solve global and local problems of music education.

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

ON 11 To use traditional and innovative methods for conducting research in the educational process and apply methods of analyzing musical compositions to solve musical and practical problems.

Learning outcomes by discipline

- apply methods and means for the implementation of the project in the form of musical music-making, demonstration of instrumental skills and research skills.
- be able to methodically correctly select musical works; create their musical and computer presentations, musical and pedagogical annotations, accompanied by their own performance (solo, duet, ensemble) using various types of creative music making - demonstrate the skills of stage behavior, creative music-making skills (harmonization of melodies, creation of textured accompaniment, composition and improvisation based on specified harmonic turns, digital bass, etc.

Prerequisites

Instrumental skill-2

Postrequisites

Research and innovation in education

Research, development and innovation in music education

Discipline cycle	Basic disciplines
Course	4
Credits count	4

Short description of discipline

Formation of students creative attitude to the process of learning music. Studying innovative approaches to the formation of students musical culture.

Purpose of studying of the discipline

Developing a Research-Oriented Mindset. Develop and apply innovative approaches and technologies in education. Develop teaching skills through research-based approaches in the context of ongoing changes in society.

Learning Outcomes

ON 3 Critically select theoretical knowledge based on advanced concepts of music education using various information and communication technologies and use the knowledge to improve music education and their own professional growth.

ON 5 To recognize and understand fundamental scientific concepts that have fundamental methodological and theoretical significance for understanding and mastering the musical and pedagogical sciences, to argue their own position of applying and integrating knowledge from other fields of sciences to solve global and local problems of music education.

ON 11 To use traditional and innovative methods for conducting research in the educational process and apply methods of analyzing musical compositions to solve musical and practical problems.

Learning outcomes by discipline

- able to independently conduct scientific research using methods and various techniques of scientific knowledge

- creatively formulates scientific problems during research and seeks their solutions.

Prerequisites

Pedagogical approaches

Postrequisites

Research and innovation in education

History of world music

Discipline cycle	Basic disciplines
Course	4
Credits count	4
Knowledge control form	Examination

Short description of discipline

Musical culture of antiquity and the Middle Ages. Renaissance, operatic and instrumental music of the 17th and 18th centuries, the musical culture of Germany, Italy, France, England, Russia, the greatest composers of the worlds classical music, their works.

Purpose of studying of the discipline

The purpose of this course is to increase subject competencies in the field of music history and theory: Students will be able to form a clear idea of the ways of the historical development of musical art, its various genres and forms, stylistic trends and individual creative phenomena; to understand the basic laws of the development of world musical culture, to reveal the specifics of the artistic reflection of reality in the images and forms of musical art and forms in their creative evolution starting with the music of ancient peoples, including the art of India, Africa, the East, America and other continents, while forming their attitude to the musical culture of various countries and peoples. Students will be able to form a personal attitude to the musical culture of different peoples and countries, understanding the value of different musical cultures as equal

Learning Outcomes

ON 2 To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development.

ON 6 To comprehensively and objectively cover the main stages of the history, evolution of the forms of statehood and civilization of the Kazakh people, to know the methods of scientific research and academic writing, to understand the importance of the principles and culture of academic honesty.

Learning outcomes by discipline

• - know the basics of periodization of the history of foreign professional tradition; • - to know the peculiarities of each historical stage of the development of musical art in connection with social, ideological and aesthetic concepts; • - to understand the historical evolution of the system of musical genres and forms; - to know and identify the specific musical material of the studied works by ear.

Prerequisites

History of Kazakh music

Postrequisites

Research and innovation in education

Methods of teaching dombra

Discipline cycle	Basic disciplines
Course	4
Credits count	3
Knowledge control form	Examination

Short description of discipline

This subject provides students with quality education and patriotic aesthetic education by introducing them to drum teaching methods and ways to improve the efficiency and quality of lessons. In each grade, depending on the age, it covers all schools and instills styles and performance skills in the current younger generations.

Purpose of studying of the discipline

The purpose of this course is to increase professional competencies in the field of musical performance and methodological training: Students have a complete understanding of the methods of teaching dombra, are able to master the basic methods of teaching dombra playing. The student understands the importance and purpose of the dombra teaching methodology as one of the means of instilling love and understanding of the traditional musical culture of the Kazakh people.

Learning Outcomes

ON 5 To recognize and understand fundamental scientific concepts that have fundamental methodological and theoretical significance

for understanding and mastering the musical and pedagogical sciences, to argue their own position of applying and integrating knowledge from other fields of sciences to solve global and local problems of music education.

ON 7 To generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the process of musical performance in order to interpret the idea of unity and integrity of the nature of musical language by means of musical expressiveness, features of styles, genres and forms.

ON 11 To use traditional and innovative methods for conducting research in the educational process and apply methods of analyzing musical compositions to solve musical and practical problems.

Learning outcomes by discipline

: - possess a complex of technical skills and skills of playing an instrument; -

- create an individual artistic interpretation of a piece of music;

- to know the peculiarities of national schools, performing styles, - to master the art of public performance of programs.

Prerequisites

Dombra 2

Postrequisites

Research and innovation in education

Research and innovation in education

Discipline cycle	Profiling discipline
Course	4
Credits count	15
Knowledge control form	Total mark on practice

Short description of discipline

Carrying out design and research work within the framework of professional practice. Develop and conduct the ascertaining and final stages of the experiment prepared within the framework of the thesis topic. Summarize the results of the research and form conclusions on the thesis

Purpose of studying of the discipline

Developing a Research-Oriented Mindset. Develop and apply innovative approaches and technologies in education. Develop teaching skills through research-based approaches in the context of ongoing changes in society.

Learning Outcomes

ON 3 *Critically select theoretical knowledge based on advanced concepts of music education using various information and communication technologies and use the knowledge to improve music education and their own professional growth.*

ON 5 *To recognize and understand fundamental scientific concepts that have fundamental methodological and theoretical significance for understanding and mastering the musical and pedagogical sciences, to argue their own position of applying and integrating knowledge from other fields of sciences to solve global and local problems of music education.*

ON 11 *To use traditional and innovative methods for conducting research in the educational process and apply methods of analyzing musical compositions to solve musical and practical problems.*

Learning outcomes by discipline

Proficient in teaching methods using research-based approaches.

Possesses research-oriented thinking skills.

Prerequisites

Project activity of a music teacher

Postrequisites

Final examination